DOCUMENT RESUME

ED 222 509 TM 820 652

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TITLE District-Wide Evaluation Needs Assessment Study, 1981-82 [and] Appendix Supplement.
INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE Apr 82
NOTE 66p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrative Policy; Elementary Secondary Education; Evaluation Methods; Instructional Development; *Needs Assessment; Organizational Objectives; *Program Evaluation; Quality Control; *School Districts; Staff Development; Surveys
IDENTIFIERS *Saginaw City School System MI

ABSTRACT

Information was gathered from the central office, elementary, and junior and senior high school administrators of the Saginaw (Michigan) Public Schools regarding the quality control operation in the schools. All administrators were polled to determine an actual level of need based on the difference between what "is" and "what should be" in evaluation needs. Needs indicated were weighted by their respective ratings on the "should exist" dimension for a Prioritized Need Index (PNI). The survey covered technical/supportive services, staff development, administrative provisions, needs assessment, and program evaluation. Staff development activities in evaluation and a need for both measurable course objectives and planned individualized instruction on the basis of measurable competencies were identified. The ordering of groups from the most to the least intense need was as follows: senior high, central office, junior high, and elementary school. Summaries and PNI's of the major findings from each group are provided in the appendices, with a sample questionnaire and response data. (CM)

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EVALUATION REPORT

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DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

Saginaw Public Schools

Saginaw, Michigan

DISTRICT-WIDE EVALUATION NEEDS ASSESSMENT STUDY

1981-82

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

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April, 1982

TABLE OF CONTENTS

	Page
INTRODUCTION	1
What is an Evaluation Needs Assessment Study?	1
Who was Included in Saginaw's Evaluation Needs Assessment Study?	2
How were the Data Collected?	2
What was the Focus of the Questions?	5
PRESENTATION OF DATA	5
MAJOR FINDINGS	6
A. District-Wide Total Responses	6
B. Central Office Administrator Total Responses	7
C. Elementary Administrator Total Responses	8
D. Junior High Administrator Total Responses	9
E. Senior High Administrator Total Responses	11
SUMMARY OF MAJOR FINDINGS	12
APPENDICES (Available from Department of Evaluation, Testing and Research Services upon request)	17
Appendix A: Survey Groups and Return Rates for the 1982 Evaluation Needs Assessment	18
Appendix A: A Survey of Evaluation Needs	19
Appendix B: Saginaw District-Wide Responses to Evaluation Needs Survey Ranked According to Question from Highest to Lowest Priority Need Index--Spring, 1982	26
Appendix C: Combined Groups--Average "Desired" and "Actual" Responses to the Evaluation Needs Survey from Highest to Lowest Priority Need Index--Spring, 1982	32
Appendix D: Central Office Administrators--Average "Desired" and "Actual" Responses to the Evaluation Needs Survey from Highest to Lowest Priority Need Index--Spring, 1982	38
Appendix E: Elementary Administrators--Average "Desired" and "Actual" Responses to the Evaluation Needs Survey from Highest to Lowest Priority Need Index--Spring, 1982	44
Appendix F: Junior High Administrators--Average "Desired" and "Actual" Responses to the Evaluation Needs Survey from Highest to Lowest Priority Need Index--Spring, 1982	50
Appendix G: Senior High Administrators--Average "Desired" and "Actual" Responses to the Evaluation Needs Survey from Highest to Lowest Priority Need Index--Spring, 1982	56

INTRODUCTION

What are the strengths and weaknesses of the Saginaw Schools in terms of educational evaluation? In what aspects of accountability are schools performing as well as desired and where do inadequacies exist? What areas of our own quality control system warrant immediate attention to remedy weaknesses? The answers to these questions are important to education, therefore, an effort was made during February and March, 1982 to gather information about them through an evaluation needs assessment survey.

This report deals specifically with determining an actual level of need based on the difference between what respondents feel "is," and "what should be."

What is an Evaluation Needs Assessment Study?

Simply stated, a needs assessment study identifies the difference between "what is" and "what should be." A needs assessment is also:

- a description of the status quo--"where are we right now?"
- a method for identifying and documenting needs
- a means to identify relative priorities among a full range of potential needs
- a systematic comparison of the "actual" with the "desired"
- a prerequisite for change
- a tool for decision making
- a catalyst for action and change

For the purposes of this needs assessment, evaluation is defined as:

- the process of delineating, obtaining, and providing useful information for judging decision alternatives
- the determination of merit or worth of educational programs

In summary, a planned, educational needs assessment is a systematic method of identifying and documenting needs, for assigning priorities and for compiling information so it can be understood and used.

Who was Included in Saginaw's Evaluation Needs Assessment Study?

Information was gathered from central office, elementary, junior high, and senior high administrators to determine the extent to which the quality control operation of the Saginaw Schools was different than desired. During February and March, 1982, administrators completed questionnaires to provide the necessary survey data. There were 73 respondents (89% return rate) to the instruments (see Appendix A for the exact count of usable returns by administrative groups).

This report presents the findings from central office, elementary, junior high, senior high, and combined administrative groups.

How were the Data Collected?

The data for the study was gathered by polling all administrators. They were surveyed by means of a mailed questionnaire (see Appendix A). The questionnaire contained a total of 52 statements about evaluation services or activities, and the respondents were asked to indicate the following for each statement:

1. To what extent should the condition exist in our school district?
2. To what extent does the condition actually exist in our school district?

The degree to which a difference exists between what should be, and what is constitutes a need. The following example illustrates the response choices used for the survey, how the need index was determined and how the prioritized need index (PNI) was established.

EXAMPLE:	Should Exist	Actually Exists
The staff meets regularly to plan and evaluate the educational program.	5	3

(A) To what extent should the condition exist in our school district?

(B) To what extent does the condition actually exist in our school district?

Should Exist	?	1	2	3	4	5
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
Actually Exists	?	1	2	3	4	5

Response choices for both questions.

SHOULD EXIST	ACTUALLY EXISTS
? Do not know the extent to which the stated condition should exist.	? Do not know the extent to which the stated condition exists.
1 Stated condition should not exist at all.	1 Stated condition does not exist at all.
2 Stated condition should exist to a slight extent.	2 Stated condition exists to a slight extent.
3 Stated condition should exist to a moderate extent.	3 Stated condition exists to a moderate extent.
4 Stated condition should exist to a fairly large extent.	4 Stated condition exists to a fairly large extent.
5 Stated condition should exist to a very large extent.	5 Stated condition exists to a very large extent.

For the example used, the need index was 2. (The difference between "should exist" value of 5 and the "actual exist" value of 3.) To obtain a clearer understanding of the relative priority ranking of the expressed needs, it was helpful to also know where on the response scale the difference occurred. For example, a need index of 2 would result from the difference between a "desired" of 3 and an "actual" of 1, while at the same time the difference between a "desired" rating of 5 and an "actual" rating of 3 also yields a need index of 2. Therefore, to help establish priorities among needs, the following procedure was employed. The needs were weighted by multiplying them by their respective ratings on the "should exist" dimension. This resulted in a Prioritized Need Index (PNI). This index takes into account the magnitude of the desire of the respondents to have a given condition present in the school district. The PNI could be thought of then as an automatic prioritizing need indicator.

EXAMPLE:

	Should Exist (Desired)	Actually Exists
The staff meets regularly to plan and evaluate the educational program.	5	3

Should - Actual = Need Index

5 - 3 = 2

Need Index x "Should" = Priority Need Index

2 x 5 = 10

What was the Focus of the Questions?

The contents of the Evaluation Needs Assessment Survey are related to five major functions in educational evaluation. A list of the number of questions by function area appears in the chart below.

Function Headings	Number of Questions
A. Technical/Supportive Services	10
B. Staff Development	6
C. Administrative Provisions	15
D. Needs Assessment	12
E. Program Evaluation	9

The specific questions under each function area are given in Appendix A.

PRESENTATION OF DATA

One of the major purposes of a needs assessment study is to identify areas where the consensus supports the existence of a problem or weakness. This report highlights those areas where there was agreement that a problem existed.

The overall findings of the respondent groups will be presented in the sections which follow. The combined responses of central office, elementary, junior high, and senior high administrators will be presented by high need statements (the highest six) with priority need indexes at or above 7.0. This is followed by a summary of the major findings from each of the groups, separately.

MAJOR FINDINGS

A. District-Wide Total Responses. When all responses by central office, elementary, junior high, and senior high administrators were combined, the following statements emerged as the ones needing the most attention (the highest six) ranked from the highest to lowest.

Rank	Statements of Greatest Need	Priority Need Index	Function Area
1	Our teachers have a good working knowledge of educational evaluation methodology.	9.50	Staff Development
2	The professional staff is well informed about the findings and implications of important educational research studies.	8.91	Staff Development
3	The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	8.07	Staff Development
4	Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	7.76	Administrative Provisions
5	Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	7.72	Needs Assessment
6	Each course of instruction has performance objectives specified in measurable terms.	7.52	Needs Assessment

The reader will note that the high need statements listed above comprise three of the five function areas. Staff development, needs assessment, and administrative provisions were represented by 3, 2, and 1 high need statements respectively.

A total of 13% of the statements (7 of 52) had a priority need index of 6.00 or higher while 25% of the statements (13 of 52) had a priority need index of 5.00 or higher.

A complete listing of all priority need values by statement/question for all respondent groups and the system total is in Appendix B. A listing of the desired, actual, need index, and priority need values by statement/question for district-wide totals appear in Appendix C.

B. Central Office Administrator Total Responses. Central office level administrators ranked the six most serious statements of need as:

Rank	Statements of Greatest Need	Priority Need Index	Function Area
1	Our teachers have a good working knowledge of educational evaluation methodology.	9.55	Staff Development
2	The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.	9.43	Program Evaluation
3	The professional staff is well informed about the findings and implications of important educational research studies.	9.42	Staff Development
4	The activities of principals and other administrative staff are systematically monitored to improve instructional programming.	9.18	Program Evaluation
5	Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	8.84	Needs Assessment
6	Each course of instruction has performance objectives specified in measurable terms.	8.42	Needs Assessment

Four of these statements (teachers have working knowledge of evaluation methodology, professional staff informed about important research studies, teachers plan individualized instruction specifying competencies, and each course has measurable performance objectives) were also identified as high priorities by the district-wide administrator total response group. The responses of central office administrators revealed a tightly grouped intensity of nee at the high end of the same range as the district-wide

administrators, in that for their top six statements the priority need index ranged from 9.55 to 8.42, while the range for the total system was 9.50 to 7.52.

The six top need statements of central office administrators represented three of the five function areas. The areas of staff development, program evaluation, and needs assessment were represented by two questions each.

A total of 19% of the statements (10 of 52) had a priority need index of 7.00 or higher while 33% of the statements (17 of 52) had a priority need index of 6.00 or higher. A listing of the desired, actual, need index, and priority need values by statement/question for central office administrators appear in Appendix D.

C. Elementary Administrator Total Responses. Elementary principals ranked the six most serious statements of need as:

Rank	Statements of Greatest Need	Priority Need Index	Function Area
1	Our teachers have a good working knowledge of educational evaluation methodology.	9.14	Staff Development
2	Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	8.45	Administrative Provisions
3	The professional staff is well informed about the findings and implications of important educational research studies.	8.31	Staff Development
4	Each course of instruction has performance objectives specified in measurable terms.	8.18	Needs Assessment
5	Resources, such as an "objective bank" and an "item bank", are readily available for curriculum development and evaluation.	8.06	Technical/ Supportive Services
6	The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	8.04	Staff Development

Four of these statements (teachers have working knowledge of evaluation methodology, professional staff informed about important research studies, each course has measurable performance objectives, and professional staff informed about "proven" curriculum development efforts) were also identified as high priorities by the district-wide administrator total response group. The responses of elementary principals revealed a tightly grouped intensity of need at the high end of the same range as the district-wide administrators, in that for their top six statements the priority need index ranged from 9.14 to 8.04, while the range for the total system was 9.50 to 7.52.

The six top need statements of elementary administrators represented four of the five function areas. The areas of staff development, administrative provisions, needs assessment, and technical/supportive services were represented by 3, 1, 1, and 1 questions respectively.

A total of 12% of the statements (6 of 52) had a priority need index of 8.00 or higher, while 17% of the statements (9 of 52) had a priority need index of 6.00 or higher. A listing of the desired, actual, need index, and priority need values by statement/question for elementary administrators appear in Appendix E.

D. Junior High Administrator Total Responses. Junior high principals and assistant principals ranked the six most serious statements of need as:

Rank	Statements of Greatest Need	Priority Need Index	Function Area
1	Our teachers have a good working knowledge of educational evaluation methodology.	9.95	Staff Development
2	The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	8.51	Staff Development
3	Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).	8.31	Staff Development
4	The professional staff is well informed about the findings and implications of important educational research studies.	7.98	Staff Development
5	Resources, such as "objective bank" and an "item bank", are readily available for curriculum development and evaluation.	7.58	Technical/ Supportive Services
6	Decisions regarding the introduction and/or adoption of a new educational program are based on the systematic critique of several alternative programs.	7.07	Administrative Provisions

Three of these statements (teachers have working knowledge of evaluation methodology, professional staff informed about "proven" curriculum development efforts, and professional staff informed about important research studies) were also identified as high priorities by the district-wide total response group. The responses of junior high administrators revealed approximately the same intensity of need as the district-wide administrators, in that for their top six statements the priority need index ranged from 9.95 to 7.07, while the range for the total system was 9.50 to 7.52.

The six top need statements of junior high administrators represented three of the five function areas. The areas of staff development, technical/ supportive services, and administrative provisions were represented by 4, 1, and 1 questions respectively.

A total of 13% of the statements (7 of 52) had a priority need index of 7.00 or higher while 33% of the statements (17 of 52) had a priority need index of 6.00 or higher. A listing of the desired, actual, need index, and priority need values by statement/question for junior high administrators appear in Appendix F.

E. Senior High Administrator Total Responses. Senior high principals and assistant principals ranked the six most serious statements of need as:

Rank	Statements of Greatest Need	Priority Need Index	Function Area
1	Annual (end of year) evaluation reports are prepared and disseminated to the professional staff regarding the effectiveness of selected educational programs.	10.79	Program Evaluation
2	The professional staff is well informed about the findings and implications of important educational research studies.	10.37	Staff Development
3	The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.	10.32	Program Evaluation
4	Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).	10.30	Staff Development
5	Our teachers have a good working knowledge of educational evaluation methodology.	9.62	Staff Development
6	Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	9.38	Needs Assessment

Two of these statements (professional staff informed about important research studies and teachers have working knowledge of evaluation methodology) were also identified as high priorities by the district-wide administrator total response group. The responses of high school administrators

revealed the greatest intensity of any group, in that for their top six statements the priority need index ranged from 10.79 to 9.38, while the range for the next highest group (junior high administrators) was 9.95 to 7.07.

The six top need statements of senior high principals and assistant principals represented three of the five function areas. The areas of staff development, program evaluation, and needs assessment were represented by 3, 2, and 1 questions respectively.

A total of 31% of the statements (16 of 52) had a priority need index of 7.00 or higher, while 40% of the statements had a priority need index of 6.00 or higher. A listing of the desired, actual, need index, and priority need values by statement/question for senior high administrators appear in Appendix G.

SUMMARY OF MAJOR FINDINGS

The purpose of this study was to identify areas of need within the school district. According to the perceptions of central office, elementary, junior, and senior high administrators the following six statements emerged as the highest need areas.

1. Our teachers have a good working knowledge of educational evaluation methodology.
2. The professional staff is well informed about the findings and implications of important educational research studies.
3. The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).
4. Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.

5. Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.

6. Each course of instruction has performance objectives specified in measurable terms.

The above system total priorities were determined on the basis of combining the results of four respondent groups together on 52 questions. Summarization seldom if ever captures the total complexity of the subject under study, such is the case with the present needs assessment summary. This means that the process of averaging results was complex and the individual who wants to understand what causes an area to be considered a high priority should study the respondent group results by questions across a function.

At least three trends were fairly noticeable. Two trends relate directly to the function areas showing the greatest number of high need statements. The other trend is in reference to the rank ordering of administrative groups according to the average intensity of the high need statements.

The first trend was that the staff development function accounted for the largest number of high need statements across all respondent groups. In the top six statements the staff development function was mentioned by junior high, senior high, elementary, and central office administrators a total of 4, 3, 3, and 2 times respectively. Thus staff development activities in the area of evaluation seems definitely warranted. This is especially noteworthy since the evaluation needs assessment instrument included only six statements under this function.

The second trend was that the needs assessment function accounted for the second largest number and weighting of high need statements across all groups surveyed. In the top six statements the needs assessment function was mentioned by central office, elementary, and senior high administrators a total of 2, 1, and 1 times respectively. Thus administrators perceive a need for having measurable course objectives and requiring teachers to plan individualized instruction on the basis of measurable competencies.

The third and final trend was a definite rank ordering of administrative groups in terms of need intensity that seems to have a logical explanation. The observed ordering of groups from highest to lowest intensity of need was as follows: senior high, central office, junior high, and elementary. This relationship is practically the inverse ordering of evaluation support supplied in the past by the Department of Evaluation, Testing and Research to each of the groups. Definitely the Department of ETR gave a large bulk of time and effort to the elementary and probably provided the least support to the senior high. In terms of help provided, central office and junior high support falls some place in between the two extremes. Thus the ordering makes some logical sense in terms of evaluative support supplied in the past.

A graphic summary of all high need statements along with information about the relative need value is presented below.

SUMMARY OF HIGH PRIORITY NEEDS BY TOTAL SYSTEM AND ADMINISTRATOR RESPONDENT GROUPS

S = statements identified as one of six high needs
h = statements which received a PNI of 8.5 or greater

High Need Statements	System Total	Central Office	Elem.	Junior High	Senior High
Our teachers have a good working knowledge of educational evaluation methodology.	Sh	Sh	Sh	Sh	Sh
The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.		Sh			Sh
The professional staff is well informed about the findings and implications of important educational research studies.	Sh	Sh	S	S	Sh
The activities of principals and other administrative staff are systematically monitored to improve instructional programming.		Sh			
Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	S	Sh			Sh
Each course of instruction has performance objectives specified in measurable terms.	S	S	S		
Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	S		S	S	
Resources, such as an "objective bank" and an "item bank", are readily available for curriculum development and evaluation.			S	S	
The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	S		S	Sh	
Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).				S	Sh
Annual (end of year) evaluation reports are prepared and disseminated to the professional staff regarding the effectiveness of selected educational programs.					Sh

Now that priority needs have been identified the task is to use these needs to develop a formulated plan of action. This cannot be done, however, without more detailed information about which specific aspects of each problem to attend to and how the various groups felt about each aspect. An aid has been constructed to assist the reader (user) with this task. Appendix B contains this kind of information and should be of great value in translating priorities into action plans.

Another useful purpose the report can serve is for specialized applications such as when the clientele of interest is a single group. The detailed information provided offers insight into what needs and concerns a particular group, like central office administrators or elementary principals have. Thus the report has many professional uses. For example, the director of staff development can review the responses of secondary administrators and get some feel for the training needs of that group. Certainly the Director of Evaluation, Testing and Research can use these results to focus departmental efforts for the 1982-1983 academic year.

APPENDICES

PLEASE NOTE: Appendices available from the Department of Evaluation, Testing and Research Services upon request.

DISTRICT-WIDE EVALUATION NEEDS ASSESSMENT
STUDY: APPENDIX SUPPLEMENT

1981-1982

APPENDIX A

SURVEY GROUPS AND RETURN RATES FOR THE 1982
EVALUATION NEEDS ASSESSMENT

Administrative Groups Surveyed	Population	Returns	
	#	#	%
Central Office	31	26	84
Elementary	24	24	100
Junior High	15	14	93
Senior High	12	9	75
Combined Groups	82	73	89

APPENDIX A

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Saginaw Public Schools

I.D. _____

A SURVEY OF EVALUATION NEEDS

This survey is being conducted to determine: (1) what evaluation services or activities do you believe should exist in our school district and (2) to what extent these evaluation services are currently being provided in the school district.

The purpose of this questionnaire is to systematically assess the need for evaluation services in the Saginaw Public Schools. Your participation in this survey will help give direction to all of us committed to the improvement of educational programs and practices.

APPENDIX A

INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

You will be asked to provide two responses to each statement listed in this instrument. The questions you will be asked about each statement are:

1. To what extent should the condition exist in our school district?
2. To what extent does the condition actually exist in our school district?

Your responses to each of these two questions about each statement are to be selected from the following six choices:

SHOULD EXIST	ACTUALLY EXISTS
(?) Do not know the extent to which the condition should exist in our district	(?) Do not know the extent to which the condition actually exists in our district
(1) Condition should not exist at all in our district	(1) Condition does not exist at all in our district
(2) Condition should exist to a slight extent	(2) Condition exists to a slight extent
(3) Condition should exist to a moderate extent	(3) Condition exists to a moderate extent
(4) Condition should exist to a fairly large extent	(4) Condition exists to a fairly large extent
(5) Condition should exist to a very large extent	(5) Condition exists to a very large extent

EXAMPLE

	SHOULD EXIST	ACTUALLY EXISTS
Our schools help students develop wise consumer habits	5	3

In the example, the person answering has indicated (5) that to a very large extent, that our schools help students develop wise consumer habits, and (3) to a moderate extent, that schools are helping students develop wise consumer habits.

Remember to respond to both scales for each statement. Please be objective and honest and use Do Not Know only if you cannot make a judgment. Please complete this questionnaire honestly.

Thank you for your cooperation.

	SHOULD EXIST	ACTUALLY EXISTS
A. TECHNICAL/SUPPORTIVE SERVICES		
1. The professional staff of our school district have technical assistance available to them to assist in instructional program evaluation (e.g., instrument development, statistical analysis of data, sample selection).	____	____
2. Our district personnel have a professional library available to them which includes journals and texts dealing with educational evaluation (e.g., research design, evaluation techniques).	____	____
3. The professional staff of this school district can readily secure "Reviews of Related Literature" to assist them in planning instructional programs.	____	____
4. The school district has available staff who are skilled in designing and implementing accountability systems.	____	____
5. Teachers are provided assistance in developing their own classroom tests (i.e., item development, scoring, analysis).	____	____
6. The school district has the capacity to select and/or develop instruments for purposes of measuring variables of interest (e.g., measuring "attitude toward school" and "self concept").	____	____
7. The school district has data processing capabilities available to assist in financial planning and management of instructional programs.	____	____
8. The school district has data processing capabilities available to assist in providing academic planning, management, and evaluation data at the classroom level for instructional program purposes.	____	____
9. The school district has staff available who are skilled in developing and implementing research and evaluation designs.	____	____
10. Resources, such as an "objective bank" and an "item bank", are readily available for curriculum development and evaluation.	____	____

	SHOULD EXIST	ACTUALLY EXISTS
B. STAFF DEVELOPMENT		
11. Our district has an effective inservice training program to assist in interpretating and using test data (e.g., Michigan Assessment Test data).	____	____
12. Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).	____	____
13. Our administrators have a good working knowledge of educational evaluation methodology.	____	____
14. Our teachers have a good working knowledge of educational evaluation methodology.	____	____
15. The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	____	____
16. The professional staff is well informed about the findings and implications of important educational research studies	____	____
C. ADMINISTRATIVE PROVISIONS		
17. Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	____	____
18. The community is encouraged to become involved in evaluating the effectiveness of the educational programs.	____	____
19. The school district uses new developments in educational management (e.g., ZBB, cost-benefit analysis, MBO).	____	____
20. This school district puts new developments in educational technology (e.g., Individually Guided Education) into practice.	____	____
21. A portion of the district's annual operating budget is allocated for providing evaluation services.	____	____
22. School administrators provide leadership for constructive change in this school district.	____	____
23. Short-range planning (in priority areas) is a continuous process.	____	____

		SHOULD EXIST	ACTUALLY EXISTS
24.	Long-range planning (in priority areas) is a continuous process.	____	____
25.	The district makes full use of the financial resources available from the U.S. Office of Education and other federal agencies.	____	____
26.	The district makes full use of the financial resources available from the Michigan Department of Education.	____	____
27.	Proposals submitted for funding to external agencies by this school district include provisions for the evaluation of the proposed project.	____	____
28.	Selected staff members have been specifically assigned the responsibility for directing the various evaluation efforts.	____	____
29.	Proposals submitted for funding to external agencies include a presentation and discussion of well documented "need(s)" for the proposed project.	____	____
30.	Evaluative reports on program effectiveness are made available to the Board of Education and general public.	____	____
31.	Decisions regarding the introduction and/or adoption of a new educational program are based on the systematic critique of several alternative programs.	____	____
D.	NEEDS ASSESSMENT		
32.	Implementing new instructional programs is based on well documented needs for that program.	____	____
33.	Curriculum development efforts are based on an assessment of the needs and expectations of the community.	____	____
34.	Information (e.g., opinions and beliefs) is obtained from current students to foster program improvement.	____	____
35.	Information is obtained from recent graduates to improve the educational program offerings.	____	____
36.	The goals of our school district are clearly stated.	____	____

	SHOULD EXIST	ACTUALLY EXISTS
37. Each course of instruction has performance objectives specified in measurable terms.	____	____
38. Demographic data describing the characteristics of the community, staff and student population are available to the professional staff of this school district.	____	____
39. The identification and documentation of needs (building and district) are systematically accomplished.	____	____
40. Dropout studies are conducted annually by the professional staff of this school district.	____	____
41. The curriculum development efforts are based on a systematic analysis of student needs.	____	____
42. Teachers work with students, other teachers and administrators to determine instructional goals and objectives.	____	____
43. Teachers work with students to plan individualized instruction specffying competencies (skills) to be learned.	____	____
E. PROGRAM EVALUATION		
44. The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.	____	____
45. The activities of principals and other administrative staff are systematically monitored to improve instructional programming.	____	____
46. Evaluative information (data) is available for review when decisions are made regarding the continuation, modification or curtailment of a program in this school district.	____	____
47. The evaluation of instructional programs is performed by comparing actual results with desired outcomes.	____	____
48. The school district has a comprehensive testing program.	____	____
49. Evaluation of student performance in this school district emphasizes individual development (e.g., objective-referenced testing).	____	____

	SHOULD EXIST	ACTUALLY EXISTS
50. The instructional programs are examined annually to identify needed changes.	____	____
51. The staff meets regularly to plan and evaluate the educational program.	____	____
52. Annual (end of year) evaluation reports are prepared and disseminated to the professional staff regarding the effectiveness of selected educational programs.	____	____

Thank you for your help in completing this questionnaire. Please return the completed questionnaire through inter-office mail as soon as possible to the Evaluation Department.

APPENDIX B

SAGINAW DISTRICT-WIDE RESPONSES TO EVALUATION NEEDS SURVEY RANKED ACCORDING TO QUESTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1982.

Questions	Priority Need Index				
	System Total	Central Office Admin.	Elem. Admin.	Junior High Admin.	Senior High Admin.
Our teachers have a good working knowledge of educational evaluation methodology.	9.50	9.55	9.14	9.95	9.62
The professional staff is well informed about the findings and implications of important educational research studies.	8.91	9.42	8.31	7.98	10.37
The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	8.07	7.60	8.04	8.51	8.91
Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	7.76	8.21	8.45	5.32	8.36
Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	7.72	8.84	6.29	6.87	9.38
Each course of instruction has performance objectives specified in measurable terms.	7.52	8.42	8.18	6.00	6.37
The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.	7.31	9.43	4.90	6.47	10.32
The activities of principals and other administrative staff are systematically monitored to improve instructional programming.	6.80	9.18	4.99	5.66	7.60
Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).	6.77	6.04	5.18	8.31	10.30

APPENDIX B

Questions	Priority Need Index				
	System Total	Central Office Admin.	Elem. Admin.	Junior High Admin.	Senior High Admin.
Our administrators have a good working knowledge of educational evaluation methodology.	6.61	7.90	4.95	6.87	7.60
The staff meets regularly to plan and evaluate the educational program.	6.61	7.22	5.69	6.07	8.49
Resources, such as an "objective bank" and an "item bank", are readily available for curriculum development and evaluation.	6.21	3.73	8.06	7.58	6.40
The instructional programs are examined annually to identify needed changes.	6.04	6.75	4.63	6.75	7.43
Decisions regarding the introduction and/or adoption of a new educational program are based on the systematic critique of several alternative programs.	5.91	6.20	5.48	7.07	4.56
Annual (end of year) evaluation reports are prepared and disseminated to the professional staff regarding the effectiveness of selected educational programs.	5.82	4.96	6.10	5.14	10.79
Evaluation of student performance in this school district emphasizes individual development (e.g., objective-referenced testing).	5.78	5.97	6.29	4.5	5.95
Teachers are provided assistance in developing their own classroom tests (i.e., item development, scoring, analysis).	5.76	6.07	5.32	6.14	5.77
Evaluative information (data) is available for review when decisions are made regarding the continuation, modification or curtailment of a program in this school district.	5.41	6.00	3.81	4.51	9.02

APPENDIX B

Questions	Priority Need Index				
	System Total	Central Office Admin.	Elem. Admin.	Junior High Admin.	Senior High Admin.
School administrators provide leadership for constructive change in this school district.	5.39	5.69	5.12	5.71	4.78
Implementing new instructional programs is based on well documented needs for that program.	5.38	5.38	4.29	6.39	6.52
The curriculum development efforts are based on a systematic analysis of student needs.	5.23	5.58	5.13	3.92	6.74
The school district has data processing capabilities available to assist in providing academic planning, management, and evaluation data at the classroom level for instructional program purposes.	5.19	6.36	5.03	2.15	8.36
The community is encouraged to become involved in evaluating the effectiveness of the educational programs.	5.11	5.40	5.08	5.61	3.65
This school district puts new developments in educational technology (e.g., Individually Guided Education) into practice.	5.06	5.43	4.51	6.14	4.11
Teachers work with students, other teachers and administrators to determine instructional goals and objectives.	5.06	5.26	3.63	6.75	5.70
The school district has available staff who are skilled in designing and implementing accountability systems.	4.93	3.79	5.19	7.06	4.67
The evaluation of instructional programs is performed by comparing actual results with desired outcomes.	4.88	5.52	2.98	5.40	8.15

APPENDIX B

Questions	Priority Need Index				
	System Total	Central Office Admin.	Elem. Admin.	Junior High Admin.	Senior High Admin.
Curriculum development efforts are based on an assessment of the needs and expectations of the community.	4.87	5.23	3.47	5.56	6.22
The professional staff of this school district can readily secure "Reviews of Related Literature" to assist them in planning instructional programs.	4.70	3.29	5.23	4.66	7.14
Our district personnel have a professional library available to them which includes journals and texts dealing with educational evaluation (e.g., research design, evaluation techniques).	4.45	4.24	4.03	5.21	5.06
The identification and documentation of needs (building and district) are systematically accomplished.	4.42	6.10	2.77	3.98	4.89
The professional staff of our school district have technical assistance available to them to assist in instructional program evaluation (e.g., instrument development, statistical analysis of data, sample selection).	4.32	3.69	4.51	4.61	5.06
Our district has an effective inservice training program to assist in interpretating and using test data (e.g., Michigan Assessment Test data).	4.21	3.68	5.04	4.25	3.72
Information (e.g., opinions and beliefs) is obtained from current students to foster program improvement.	4.15	4.64	4.19	2.64	5.08
Long-range planning (in priority areas) is a continuous process.	3.89	4.87	2.37	3.33	5.43
The school district has data processing capabilities available to assist in financial planning and management of instructional programs.	3.64	4.01	2.13	4.40	5.31

APPENDIX B

Questions	Priority Need Index				
	System Total	Central Office Admin.	Elem. Admin.	Junior High Admin.	Senior High Admin.
Demographic data describing the characteristics of the community, staff and student population are available to the professional staff of this school district.	3.53	3.92	2.62	4.50	3.12
Information is obtained from recent graduates to improve the educational program offerings.	3.48	2.66	3.22	4.55	4.22
Short-range planning (in priority areas) is a continuous process.	3.13	4.30	2.52	2.52	2.07
The school district has a comprehensive testing program.	2.98	2.05	3.05	3.56	5.00
The school district has the capacity to select and/or develop instruments for purposes of measuring variables of interest (e.g., measuring "attitude toward school" and "self concept").	2.53	2.20	2.62	3.47	1.96
Evaluative reports on program effectiveness are made available to the Board of Education and general public.	2.27	2.79	1.84	2.12	1.96
A portion of the district's annual operating budget is allocated for providing evaluation services.	2.15	2.63	1.31	2.49	2.53
The school district uses new developments in educational management (e.g., ZBB, cost-benefit analysis, MBO).	2.12	3.34	1.19	1.02	2.59
The school district has staff available who are skilled in developing and implementing research and evaluation designs.	1.75	.42	3.22	1.78	2.12

APPENDIX B

Questions	Priority Need Index				
	System Total	Central Office Admin.	Elem. Admin.	Junior High Admin.	Senior High Admin.
Selected staff members have been specifically assigned the responsibility for directing the various evaluation efforts.	1.64	1.30	1.52	2.40	1.33
The district makes full use of the financial resources available from the Michigan Department of Education.	1.51	1.93	1.09	1.68	1.39
Dropout studies are conducted annually by the professional staff of this school district.	1.46	1.69	3.53	-1.72	1.36
The district makes full use of the financial resources available from the U.S. Office of Education and other federal agencies.	1.38	2.62	.14	1.06	1.52
Proposals submitted for funding to external agencies include a presentation and discussion of well documented "need(s)" for the proposed project.	1.38	1.62	1.38	.45	1.98
The goals of our school district are clearly stated.	1.08	1.19	1.42	.64	.56
Proposals submitted for funding to external agencies by this school district include provisions for the evaluation of the proposed project.	.61	1.23	.44	- .34	.25

APPENDIX C

COMBINED GROUPS
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE EVALUATION NEEDS SURVEY
FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1982.

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Our teachers have a good working knowledge of educational evaluation methodology.	1	4.66	2.62	2.04	9.50
The professional staff is well informed about the findings and implications of important educational research studies.	2	4.65	2.73	1.92	8.91
The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	3	4.48	2.68	1.80	8.07
Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	4	4.64	2.97	1.67	7.76
Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	5	4.57	2.88	1.69	7.72
Each course of instruction has performance objectives specified in measurable terms.	6	4.73	3.14	1.58	7.52
The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.	7	4.68	3.12	1.56	7.31
The activities of principals and other administrative staff are systematically monitored to improve instructional programming.	8	4.71	3.27	1.44	6.80
Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).	9	4.56	3.08	1.48	6.77

APPENDIX C

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Our administrators have a good working knowledge of educational evaluation methodology.	10.5	4.75	3.36	1.39	6.61
The staff meets regularly to plan and evaluate the educational program.	10.5	4.67	3.25	1.42	6.61
Resources, such as an "objective bank" and an "item bank", are readily available for curriculum development and evaluation.	12	4.32	2.89	1.43	6.21
The instructional programs are examined annually to identify needed changes.	13	4.65	3.35	1.30	6.04
Decisions regarding the introduction and/or adoption of a new educational program are based on the systematic critique of several alternative programs.	14	4.66	3.39	1.27	5.91
Annual (end of year) evaluation reports are prepared and disseminated to the professional staff regarding the effectiveness of selected educational programs.	15	4.58	3.31	1.27	5.82
Evaluation of student performance in this school district emphasizes individual development (e.g., objective-referenced testing).	16	4.54	3.27	1.27	5.78
Teachers are provided assistance in developing their own classroom tests (i.e., item development, scoring, analysis).	17	4.00	2.56	1.44	5.76
Evaluative information (data) is available for review when decisions are made regarding the continuation, modification or curtailment of a program in this school district.	18	4.73	3.59	1.14	5.41
School administrators provide leadership for constructive change in this school district.	19	4.79	3.67	1.12	5.39

APPENDIX C

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Implementing new instructional programs is based on well documented needs for that program.	20	4.78	3.66	1.12	5.38
The curriculum development efforts are based on a systematic analysis of student needs.	21	4.70	3.59	1.11	5.23
The school district has data processing capabilities available to assist in providing academic planning, management, and evaluation data at the classroom level for instructional program purposes.	22	4.46	3.30	1.16	5.19
The community is encouraged to become involved in evaluating the effectiveness of the educational programs.	23	4.07	2.81	1.26	5.11
This school district puts new developments in educational technology (e.g., Individually Guided Education) into practice.	24.5	4.27	3.08	1.19	5.06
Teachers work with students, other teachers and administrators to determine instructional goals and objectives.	24.5	4.70	3.62	1.08	5.06
The school district has available staff who are skilled in designing and implementing accountability systems.	26	4.58	3.50	1.08	4.93
The evaluation of instructional programs is performed by comparing actual results with desired outcomes.	27	4.68	3.64	1.04	4.88
Curriculum development efforts are based on an assessment of the needs and expectations of the community.	28	4.50	3.42	1.08	4.87
The professional staff of this school district can readily secure "Reviews of Related Literature" to assist them in planning instructional programs.	29	4.48	3.43	1.05	4.70

APPENDIX C

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Our district personnel have a professional library available to them which includes journals and texts dealing with educational evaluation (e.g., research design, evaluation techniques).	30	4.53	3.54	.98	4.45
The identification and documentation of needs (building and district) are systematically accomplished.	31	4.64	3.68	.95	4.42
The professional staff of our school district have technical assistance available to them to assist in instructional program evaluation (e.g., instrument development, statistical analysis of data, sample selection).	32	4.57	3.62	.94	4.32
Our district has an effective inservice training program to assist in interpretating and using test data (e.g., Michigan Assessment Test data).	33	4.70	3.81	.90	4.21
Information (e.g., opinions and beliefs) is obtained from current students to foster program improvement.	34	4.04	3.02	1.03	4.15
Long-range planning (in priority areas) is a continuous process.	35	4.75	3.93	.82	3.89
The school district has data processing capabilities available to assist in financial planning and management of instructional programs.	36	4.71	3.94	.77	3.64
Demographic data describing the characteristics of the community, staff and student population are available to the professional staff of this school district.	37	4.52	3.74	.78	3.53
Information is obtained from recent graduates to improve the educational program offerings.	38	4.12	3.27	.84	3.48

APPENDIX C

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Short-range planning (in priority areas) is a continuous process.	39	4.63	3.96	.68	3.13
The school district has a comprehensive testing program.	40	4.70	4.07	.63	2.98
The school district has the capacity to select and/or develop instruments for purposes of measuring variables of interest (e.g., measuring "attitude toward school" and "self concept").	41	4.20	3.60	.60	2.53
Evaluative reports on program effectiveness are made available to the Board of Education and general public.	42	4.67	4.18	.49	2.27
A portion of the district's annual operating budget is allocated for providing evaluation services.	43	4.38	3.88	.49	2.15
The school district uses new developments in educational management (e.g., ZBB, cost-benefit analysis, MBO).	44	4.60	4.14	.46	2.12
The school district has staff available who are skilled in developing and implementing research and evaluation designs.	45	4.51	4.12	.39	1.75
Selected staff members have been specifically assigned the responsibility for directing the various evaluation efforts.	46	4.73	4.38	.34	1.64
The district makes full use of the financial resources available from the Michigan Department of Education.	47	4.78	4.46	.31	1.51
Dropout studies are conducted annually by the professional staff of this school district.	48	4.46	4.14	.33	1.46

APPENDIX C

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
The district makes full use of the financial resources available from the U.S. Office of Education and other federal agencies.	49.5	4.68	4.38	.30	1.38
Proposals submitted for funding to external agencies include a presentation and discussion of well documented "need(s)" for the proposed project.	49.5	4.68	4.39	.30	1.38
The goals of our school district are clearly stated.	51	4.88	4.65	.22	1.08
Proposals submitted for funding to external agencies by this school district include provisions for the evaluation of the proposed project.	52	4.75	4.62	.13	.61

APPENDIX D

CENTRAL OFFICE ADMINISTRATORS
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE EVALUATION NEEDS SURVEY
FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1982.

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Our teachers have a good working knowledge of educational evaluation methodology.	1	4.58	2.50	2.08	9.55
The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.	2	4.62	2.57	2.04	9.43
The professional staff is well informed about the findings and implications of important educational research studies.	3	4.52	2.43	2.08	9.42
The activities of principals and other administrative staff are systematically monitored to improve instructional programming.	4	4.65	2.68	1.97	9.18
Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	5	4.62	2.70	1.92	8.84
Each course of instruction has performance objectives specified in measurable terms.	6	4.73	2.95	1.78	8.42
Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	7	4.56	2.76	1.80	8.21
Our administrators have a good working knowledge of educational evaluation methodology.	8	4.65	2.95	1.70	7.90
The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	9	4.33	2.58	1.75	7.60

APPENDIX D

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
The staff meets regularly to plan and evaluate the educational program.	10	4.58	3.00	1.58	7.22
The instructional programs are examined annually to identify needed changes.	11	4.50	3.00	1.50	6.75
The school district has data processing capabilities available to assist in providing academic planning, management, and evaluation data at the classroom level for instructional program purposes.	12	4.29	2.81	1.48	6.36
Decisions regarding the introduction and/or adoption of a new educational program are based on the systematic critique of several alternative programs.	13	4.56	3.20	1.36	6.20
The identification and documentation of needs (building and district) are systematically accomplished.	14	4.62	3.29	1.32	6.10
Teachers are provided assistance in developing their own classroom tests (i.e., item development, scoring, analysis).	15	3.88	2.32	1.56	6.07
Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).	16	4.50	3.16	1.34	6.04
Evaluative information (data) is available for review when decisions are made regarding the continuation, modification or curtailment of a program in this school district.	17	4.65	3.36	1.29	6.00
Evaluation of student performance in this school district emphasizes individual development (e.g., objective-referenced testing).	18	4.44	3.10	1.34	5.97

APPENDIX D

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
School administrators provide leadership for constructive change in this school district.	19	4.69	3.48	1.21	5.69
The curriculum development efforts are based on a systematic analysis of student needs.	20	4.65	3.45	1.20	5.58
The evaluation of instructional programs is performed by comparing actual results with desired outcomes.	21	4.56	3.35	1.21	5.52
This school district puts new developments in educational technology (e.g., Individually Guided Education) into practice.	22	4.24	2.96	1.28	5.43
The community is encouraged to become involved in evaluating the effectiveness of the educational programs.	23	3.92	2.54	1.38	5.40
Implementing new instructional programs is based on well documented needs for that program.	24	4.71	3.57	1.14	5.38
Teachers work with students, other teachers and administrators to determine instructional goals and objectives.	25	4.65	3.52	1.13	5.26
Curriculum development efforts are based on an assessment of the needs and expectations of the community.	26	4.38	3.19	1.19	5.23
Annual (end of year) evaluation reports are prepared and disseminated to the professional staff regarding the effectiveness of selected educational programs.	27	4.58	3.50	1.08	4.96
Long-range planning (in priority areas) is a continuous process.	28	4.69	3.65	1.04	4.87

APPENDIX D

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Information (e.g., opinions and beliefs) is obtained from current students to foster program improvement.	29	4.12	3.00	1.12	4.64
Short-range planning (in priority areas) is a continuous process.	30	4.65	3.73	.92	4.30
Our district personnel have a professional library available to them which includes journals and texts dealing with educational evaluation (e.g., research design, evaluation techniques).	31	4.38	3.42	.97	4.24
The school district has data processing capabilities available to assist in financial planning and management of instructional programs.	32	4.58	3.71	.88	4.01
Demographic data describing the characteristics of the community, staff and student population are available to the professional staff of this school district.	33	4.52	3.65	.87	3.92
The school district has available staff who are skilled in designing and implementing accountability systems.	34	4.31	3.43	.88	3.79
Resources, such as an "objective bank" and an "item bank", are readily available for curriculum development and evaluation.	35	4.27	3.40	.87	3.73
The professional staff of our school district have technical assistance available to them to assist in instructional program evaluation (e.g., instrument development, statistical analysis of data, sample selection).	36	4.50	3.68	.82	3.69
Our district has an effective inservice training program to assist in interpretating and using test data (e.g., Michigan Assessment Test data).	37	4.58	3.77	.80	3.68

APPENDIX D

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
The school district uses new developments in educational management (e.g., ZBB, cost-benefit analysis, MBO).	38	4.58	3.85	.73	3.34
The professional staff of this school district can readily secure "Reviews of Related Literature" to assist them in planning instructional programs.	39	4.25	3.48	.77	3.29
Evaluative reports on program effectiveness are made available to the Board of Education and general public.	40	4.54	3.92	.62	2.79
Information is obtained from recent graduates to improve the educational program offerings.	41	4.04	3.38	.66	2.66
A portion of the district's annual operating budget is allocated for providing evaluation services.	42	4.23	3.61	.62	2.63
The district makes full use of the financial resources available from the U.S. Office of Education and other federal agencies.	43	4.65	4.09	.56	2.62
The school district has the capacity to select and/or develop instruments for purposes of measuring variables of interest (e.g., measuring "attitude toward school" and "self concept").	44	4.00	3.45	.55	2.20
The school district has a comprehensive testing program.	45	4.42	3.96	.46	2.05
The district makes full use of the financial resources available from the Michigan Department of Education.	46	4.77	4.36	.40	1.93
Dropout studies are conducted annually by the professional staff of this school district.	47	4.38	4.00	.38	1.69

APPENDIX D

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Proposals submitted for funding to external agencies include a presentation and discussion of well documented "need(s)" for the proposed project.	48	4.68	4.33	.35	1.62
Selected staff members have been specifically assigned the responsibility for directing the various evaluation efforts.	49	4.65	4.38	.28	1.30
Proposals submitted for funding to external agencies by this school district include provisions for the evaluation of the proposed project.	50	4.60	4.33	.27	1.23
The goals of our school district are clearly stated.	51	4.85	4.60	.25	1.19
The school district has staff available who are skilled in developing and implementing research and evaluation designs.	52	4.19	4.09	.10	.42

APPENDIX E

ELEMENTARY ADMINISTRATORS
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE EVALUATION NEEDS SURVEY
FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1982.

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Our teachers have a good working knowledge of educational evaluation methodology.	1	4.75	2.83	1.92	9.14
Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	2	4.74	2.96	1.78	8.45
The professional staff is well informed about the findings and implications of important educational research studies.	3	4.78	3.04	1.74	8.31
Each course of instruction has performance objectives specified in measurable terms.	4	4.86	3.18	1.68	8.18
Resources, such as an "objective bank" and an "item bank", are readily available for curriculum development and evaluation.	5	4.62	2.88	1.74	8.06
The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	6	4.45	2.65	1.80	8.04
Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	7.5	4.79	3.48	1.31	6.29
Evaluation of student performance in this school district emphasizes individual development (e.g., objective-referenced testing).	7.5	4.67	3.38	1.35	6.29
Annual (end of year) evaluation reports are prepared and disseminated to the professional staff regarding the effectiveness of selected educational programs.	9	4.78	3.50	1.28	6.10

APPENDIX E

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
The staff meets regularly to plan and evaluate the educational program.	10	4.88	3.71	1.17	5.69
Decisions regarding the introduction and/or adoption of a new educational program are based on the systematic critique of several alternative programs.	11	4.83	3.70	1.13	5.48
Teachers are provided assistance in developing their own classroom tests (i.e., item development, scoring, analysis).	12	4.13	2.84	1.29	5.32
The professional staff of this school district can readily secure "Reviews of Related Literature" to assist them in planning instructional programs.	13	4.67	3.54	1.12	5.23
The school district has available staff who are skilled in designing and implementing accountability systems.	14	4.79	3.71	1.08	5.19
Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).	15	4.50	3.35	1.15	5.18
The curriculum development efforts are based on a systematic analysis of student needs.	16	4.91	3.87	1.04	5.13
School administrators provide leadership for constructive change in this school district.	17	4.92	3.88	1.04	5.12
The community is encouraged to become involved in evaluating the effectiveness of the educational programs.	18	4.21	3.00	1.21	5.08
Our district has an effective inservice training program to assist in interpretating and using test data (e.g., Michigan Assessment Test data).	19	4.83	3.78	1.04	5.04

APPENDIX E

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
The school district has data processing capabilities available to assist in providing academic planning, management, and evaluation data at the classroom level for instructional program purposes.	20	4.83	3.79	1.04	5.03
The activities of principals and other administrative staff are systematically monitored to improve instructional programming.	21	4.79	3.75	1.04	4.99
Our administrators have a good working knowledge of educational evaluation methodology.	22	4.75	3.71	1.04	4.95
The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.	23	4.71	3.67	1.04	4.90
The instructional programs are examined annually to identify needed changes.	24	4.83	3.88	.96	4.63
The professional staff of our school district have technical assistance available to them to assist in instructional program evaluation (e.g., instrument development, statistical analysis of data, sample selection).	25.5	4.71	3.75	.96	4.51
This school district puts new developments in educational technology (e.g., Individually Guided Education) into practice.	25.5	4.33	3.29	1.04	4.51
Implementing new instructional programs is based on well documented needs for that program.	27	4.92	4.04	.87	4.29
Information (e.g., opinions and beliefs) is obtained from current students to foster program improvement.	28	4.23	3.24	.99	4.19

APPENDIX E

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Our district personnel have a professional library available to them which includes journals and texts dealing with educational evaluation (e.g., research design, evaluation techniques).	29	4.83	4.00	.83	4.03
Evaluative information (data) is available for review when decisions are made regarding the continuation, modification or curtailment of a program in this school district.	30	4.83	4.04	.79	3.81
Teachers work with students, other teachers and administrators to determine instructional goals and objectives.	31	4.88	4.13	.74	3.63
Dropout studies are conducted annually by the professional staff of this school district.	32	4.70	3.94	.75	3.53
Curriculum development efforts are based on an assessment of the needs and expectations of the community.	33	4.58	3.83	.76	3.47
The school district has staff available who are skilled in developing and implementing research and evaluation designs.	34.5	4.83	4.17	.67	3.22
Information is obtained from recent graduates to improve the educational program offerings.	34.5	4.38	3.65	.73	3.22
The school district has a comprehensive testing program.	36	4.88	4.25	.62	3.05
The evaluation of instructional programs is performed by comparing actual results with desired outcomes.	37	4.83	4.22	.62	2.98
The identification and documentation of needs (building and district) are systematically accomplished.	38	4.75	4.17	.58	2.77

APPENDIX E

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
The school district has the capacity to select and/or develop instruments for purposes of measuring variables of interest (e.g., measuring "attitude toward school" and "self concept").	39.5	4.29	3.68	.61	2.62
Demographic data describing the characteristics of the community, staff and student population are available to the professional staff of this school district.	39.5	4.50	3.92	.58	2.62
Short-range planning (in priority areas) is a continuous process.	41	4.71	4.17	.53	2.52
Long-range planning (in priority areas) is a continuous process.	42	4.92	4.43	.48	2.37
The school district has data processing capabilities available to assist in financial planning and management of instructional programs.	43	4.79	4.35	.44	2.13
Evaluative reports on program effectiveness are made available to the Board of Education and general public.	44	4.92	4.54	.38	1.84
Selected staff members have been specifically assigned the responsibility for directing the various evaluation efforts.	45	4.96	4.65	.31	1.52
The goals of our school district are clearly stated.	46	4.88	4.58	.29	1.42
Proposals submitted for funding to external agencies include a presentation and discussion of well documented "need(s)" for the proposed project.	47	4.88	4.59	.28	1.38

APPENDIX E

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
A portion of the district's annual operating budget is allocated for providing evaluation services.	48	4.50	4.21	.29	1.31
The school district uses new developments in educational management (e.g., ZBB, cost-benefit analysis, MBO).	49	4.75	4.50	.25	1.19
The district makes full use of the financial resources available from the Michigan Department of Education.	50	4.88	4.65	.22	1.09
Proposals submitted for funding to external agencies by this school district include provisions for the evaluation of the proposed project.	51	4.96	4.87	.09	.44
The district makes full use of the financial resources available from the U.S. Office of Education and other federal agencies.	52	4.79	4.76	.03	.14

APPENDIX F

JUNIOR HIGH ADMINISTRATORS
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE EVALUATION NEEDS SURVEY
FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1982.

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Our teachers have a good working knowledge of educational evaluation methodology.	1	4.69	2.57	2.12	9.95
The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	2	4.64	2.80	1.84	8.51
Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).	3	4.58	2.77	1.81	8.31
The professional staff is well informed about the findings and implications of important educational research studies.	4	4.64	2.92	1.72	7.98
Resources, such as "objective bank" and an "item bank", are readily available for curriculum development and evaluation.	5	4.10	2.25	1.85	7.58
Decisions regarding the introduction and/or adoption of a new educational program are based on the systematic critique of several alternative programs.	6	4.62	3.08	1.53	7.07
The school district has available staff who are skilled in designing and implementing accountability systems.	7	4.67	3.15	1.51	7.06
Our administrators have a good working knowledge of educational evaluation methodology.	8.5	4.85	3.43	1.42	6.87
Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	8.5	4.15	2.50	1.65	6.87

APPENDIX F

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Teachers work with students, other teachers and administrators to determine instructional goals and objectives.	10.5	4.50	3.00	1.50	6.75
The instructional programs are exmained annually to identify needed changes.	10.5	4.50	3.00	1.50	6.75
The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.	12	4.62	3.21	1.40	6.47
Implementing new instructional programs is based on well documented needs for that program.	13	4.62	3.23	1.38	6.39
Teachers are provided assistance in developing their own classroom tests (i.e., test development, scoring, analysis).	14.5	4.17	2.69	1.47	6.14
This school district puts new developments in educational technology (e.g., Individually Guided Education) into practice.	14.5	4.33	2.92	1.42	6.14
The staff meets regularly to plan and evaluate the educational program.	16	4.38	3.00	1.38	6.07
Each course of instruction has performance objectives specified in measurable terms.	17	4.50	3.17	1.33	6.00
School administrators provide leadership for constructive change in this school district.	18	4.77	3.57	1.20	5.71
The activities of principals and other administrative staff are systematically monitored to improve instructional programming.	19	4.57	3.33	1.24	5.66
The community is encouraged to become involved in evaluating the effectiveness of the educational programs.	20	4.07	2.69	1.38	5.61

APPENDIX F

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Curriculum development efforts are based on an assessment of the needs and expectations of the community.	21	4.46	3.21	1.25	5.56
The evaluation of instructional programs is performed by comparing actual results with desired outcomes.	22	4.50	3.30	1.20	5.40
Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	23	4.62	3.46	1.15	5.32
Our district personnel have a professional library available to them which includes journals and texts dealing with educational evaluation (e.g., research design, evaluation techniques).	24	4.23	3.00	1.23	5.21
Annual (end of year) evaluation reports are prepared and disseminated to the professional staff regarding the effectiveness of selected educational programs.	25	4.00	2.71	1.28	5.14
The professional staff of this school district can readily secure "Reviews of Related Literature" to assist them in planning instructional programs.	26	4.25	3.15	1.10	4.66
The professional staff of our school district have technical assistance available to them to assist in instructional program evaluation (e.g., instrument development, statistical analysis of data, sample selection).	27	4.46	3.43	1.03	4.61
Information is obtained from recent graduates to improve the educational program offerings.	28	3.78	2.58	1.20	4.55
Evaluative information (data) is available for review when decisions are made regarding the continuation, modification or curtailment of a program in this school district.	29	4.67	3.70	.97	4.51

APPENDIX F

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Demographic data describing the characteristics of the community, staff and student population are available to the professional staff of this school district.	30.5	4.38	3.36	1.03	4.50
Evaluation of student performance in this school district emphasizes individual development (e.g., objective-referenced testing).	30.5	4.50	3.50	1.00	4.50
The school district has data processing capabilities available to assist in financial planning and management of instructional programs.	32	4.77	3.85	.92	4.40
Our district has an effective inservice training program to assist in interpretating and using test data (e.g., Michigan Assessment Test data).	33	4.69	3.78	.91	4.25
The identification and documentation of needs (building and district) are systematically accomplished.	34	4.31	3.38	.92	3.98
The curriculum development efforts are based on a systematic analysis of student needs.	35	4.46	3.58	.88	3.92
The school district has a comprehensive testing program.	36	4.75	4.00	.75	3.56
The school district has the capacity to select and/or develop instruments for purposes of measuring variables of interest (e.g., measuring "attitude toward school" and "self concept").	37	4.17	3.33	.83	3.47
Long-range planning (in priority areas) is a continuous process.	38	4.46	3.71	.75	3.33

APPENDIX F

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Information (e.g., opinions and beliefs) is obtained from current students to foster program improvement.	39	3.57	2.83	.74	2.64
Short-range planning (in priority areas) is a continuous process.	40	4.42	3.85	.57	2.52
A portion of the district's annual operating budget is allocated for providing evaluation services.	41	4.23	3.64	.59	2.49
Selected staff members have been specifically assigned the responsibility for directing the various evaluation efforts.	42	4.46	3.92	.54	2.40
The school district has data processing capabilities available to assist in providing academic planning, management, and evaluation data at the classroom level for instructional program purposes.	43	4.00	3.46	.54	2.15
Evaluative reports on program effectiveness are made available to the Board of Education and general public.	44	4.54	4.07	.47	2.12
The school district has staff available who are skilled in developing and implementing research and evaluation designs.	45	4.33	3.92	.41	1.78
The district makes full use of the financial resources available from the Michigan Department of Education.	46	4.77	4.42	.35	1.68
The district makes full use of the financial resources available from the U.S. Office of Education and other federal agencies.	47	4.62	4.38	.23	1.06
The school district u es new developments in educational managemer (e.g., ZBB, cost-benefit analysis, MBO).	48	4.31	4.07	.24	1.02

APPENDIX F

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
The goals of our school district are clearly stated.	49	4.85	4.71	.13	.64
Proposals submitted for funding to external agencies include a presentation and discussion of well documented "need(s)" for the proposed project.	50	4.50	4.40	.10	.45
Proposals submitted for funding to external agencies by this school district include provisions for the evaluation of the proposed project.	51	4.82	4.89	-.07	-.34
Dropout studies are conducted annually by the professional staff of this school district.	52	4.08	4.50	-.43	-1.72

APPENDIX G

SENIOR HIGH ADMINISTRATORS
AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE EVALUATION NEEDS SURVEY
FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1982.

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Annual (end of year) evaluation reports are prepared and disseminated to the professional staff regarding the effectiveness of selected educational programs.	1	4.83	2.60	2.23	10.79
The professional staff is well informed about the findings and implications of important educational research studies.	2	4.64	2.92	2.22	10.37
The instructional activities (methods and procedures) of teachers are systematically monitored to improve programming.	3	4.89	2.78	2.11	10.32
Personnel in this school district have knowledge of proven new developments in educational technology (e.g., computer assisted instruction).	4	4.89	2.78	2.11	10.30
Our teachers have a good working knowledge of educational evaluation methodology.	5	4.69	2.57	2.11	9.62
Teachers work with students to plan individualized instruction specifying competencies (skills) to be learned.	6	4.44	2.33	2.11	9.38
Evaluative information (data) is available for review when decisions are made regarding the continuation, modification or curtailment of a program in this school district.	7	4.78	2.89	1.89	9.02
The professional staff is well informed about "proven" curriculum development efforts (e.g., products of R and D labs and validated Title III projects).	8	4.64	2.80	1.88	8.91
The staff meets regularly to plan and evaluate the educational program.	9	4.78	3.00	1.78	8.49

APPENDIX G

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
The school district has data processing capabilities available to assist in providing academic planning, management, and evaluation data at the classroom level for instructional program purposes.	10.5	4.67	2.88	1.79	8.36
Decisions regarding program continuation, modification or termination are based on evaluative data in this school district.	10.5	4.67	2.88	1.79	8.36
The evaluation of instructional programs is performed by comparing actual results with desired outcomes.	12	4.89	3.22	1.67	8.15
Our administrators have a good working knowledge of educational evaluation methodology.	13.5	4.89	3.33	1.56	7.60
The activities of principals and other administrative staff are systematically monitored to improve instructional programming.	13.5	4.89	3.33	1.56	7.60
The instructional programs are examined annually to identify needed changes.	15	4.78	3.22	1.56	7.43
The professional staff of this school district can readily secure "Reviews of Related Literature" to assist them in planning instructional programs.	16	4.89	3.43	1.46	7.14
The curriculum development efforts are based on a systematic analysis of student needs.	17	4.67	3.22	1.44	6.74
Implementing new instructional programs is based on well documented needs for that program.	18	4.89	3.56	1.33	6.52
Resources, such as an "objective bank" and an "item bank", are readily available for curriculum development and evaluation.	19	4.00	2.40	1.60	6.40

APPENDIX G

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Each course of instruction has performance objectives specified in measurable terms.	20	4.78	3.44	1.33	6.37
Curriculum development efforts are based on an assessment of the needs and expectations of the community.	21	4.67	3.33	1.33	6.22
Evaluation of student performance in this school district emphasizes individual development (e.g., objective-referenced testing).	22	4.56	3.25	1.30	5.95
Teachers are provided assistance in developing their own classroom tests (i.e., item development, scoring, analysis).	23	3.78	2.25	1.53	5.77
Teachers work with students, other teachers and administrators to determine instructional goals and objectives.	24	4.67	3.44	1.22	5.70
Long-range planning (in priority areas) is a continuous process.	25	4.89	3.78	1.11	5.43
The school district has data processing capabilities available to assist in financial planning and management of instructional programs.	26	4.78	3.67	1.11	5.31
Information (e.g., opinions and beliefs) is obtained from current students to foster program improvement.	27	4.11	2.88	1.24	5.08
The professional staff of our school district have technical assistance available to them to assist in instructional program evaluation (e.g., instrument development, statistical analysis of data, sample selection).	28.5	4.56	3.44	1.11	5.06

APPENDIX G

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Our district personnel have a professional library available to them which includes journals and texts dealing with educational evaluation (e.g., research design, evaluation techniques).	28.5	4.56	3.44	1.11	5.06
The school district has a comprehensive testing program.	30	5.00	4.00	1.00	5.00
The identification and documentation of needs (building and district) are systematically accomplished.	31	4.89	3.89	1.00	4.89
School administrators provide leadership for constructive change in this school district.	32	4.78	3.78	1.00	4.78
The school district has available staff who are skilled in designing and implementing accountability systems.	33	4.67	3.67	1.00	4.67
Decisions regarding the introduction and/or adoption of a new educational program are based on the systematic critique of several alternative programs.	34	4.56	3.56	1.00	4.56
Information is obtained from recent graduates to improve the educational program offerings.	35	4.22	3.22	1.00	4.22
This school district puts new developments in educational technology (e.g., Individually Guided Education) into practice.	36	4.11	3.11	1.00	4.11
Our district has an effective inservice training program to assist in interpretating and using test data (e.g., Michigan Assessment Test data).	37	4.78	4.00	.78	3.72
The community is encouraged to become involved in evaluating the effectiveness of the educational programs.	38	4.11	3.22	.89	3.65

APPENDIX G

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
Demographic data describing the characteristics of the community, staff and student population are available to the professional staff of this school district.	39	4.78	4.12	.65	3.12
The school district uses new developments in educational management (e.g., ZBB, cost-benefit analysis, MBO).	40	4.67	4.11	.56	2.59
A portion of the district's annual operating budget is allocated for providing evaluation services.	41	4.67	4.12	.54	2.53
The school district has staff available who are skilled in developing and implementing research and evaluation designs.	42	4.78	4.33	.44	2.12
Short-range planning (in priority areas) is a continuous process.	43	4.67	4.22	.44	2.07
Proposals submitted for funding to external agencies include a presentation and discussion of well documented "need(s)" for the proposed project.	44	4.44	4.00	.44	1.98
The school district has the capacity to select and/or develop instruments for purposes of measuring variables of interest (e.g., measuring "attitude toward school" and "self concept").	45.5	4.56	4.12	.43	1.96
Evaluative reports on program effectiveness are made available to the Board of Education and general public.	45.5	4.56	4.12	.43	1.96
The district makes full use of the financial resources available from the U.S. Office of Education and other federal agencies.	47	4.56	4.22	.33	1.52

APPENDIX G

Questions	Rank	Desired	Actual	Need Index	Priority Need Index
The district makes full use of the financial resources available from the Michigan Department of Education.	48	4.56	4.25	.31	1.39
Dropout studies are conducted annually by the professional staff of this school district.	49	4.67	4.38	.29	1.36
Selected staff members have been specifically assigned the responsibility for directing the various evaluation efforts.	50	4.78	4.50	.28	1.33
The goals of our school district are clearly stated.	51	5.00	4.89	.11	.56
Proposals submitted for funding to external agencies by this school district include provisions for the evaluation of the proposed project.	52	4.56	4.50	.06	.25